

Harrogate College

(part of the Hull College Group)

Local Offer

1. What are the following contact details for your college?			
	Special Educational Needs Coordinator (SENCO)	Special Educational Needs (SEN) Governor	Who should you contact if you have a compliment, concern or complaint.
Name	N/A	Melissa Askew	Zailie Barratt – Group Head of Student Services David Greenway – Group Student Experience Manager Julie Seaton – Senior Co-ordinator Student Services and Additional Learner Support (Harrogate)
Contact number		01482 329 943	Zailie and David - 01482 329 943 Julie - 01423 878242
Contact email		Melissa.askew@hull-college.ac.uk	Zailie.Barratt@hull-college.ac.uk David.greenway@hull-college.ac.uk Julie.seaton@harrogate.ac.uk
Address		Hull College Group Queens Gardens Hull HU1 3DG	Hull College Group Queens Gardens Hull HU1 3DG Harrogate College Hornbeam Park Harrogate HG2 8QT
2. What is the ETHOS of the college regarding Children and Young People with Special Educational Needs and Disabilities (SEND)?			
<p>Hull College Group is committed to providing excellent support for Young People with SEND. The support provision is designed to enable every student to develop their independence with discrete support within a class room setting and around the college campus (depending on individual assessed need), but at all time working to raise aspirations of young people and prepare them for adulthood through education. Students with SEND can benefit from our advice, assessment and continuous support.</p>			

3. Provide the link to the following policies on the website of college

www.harrogate.ac.uk/college-life/additional-student-support

SEND Strategy
Additional Learner Support Policy
Additional Learner Support Procedure
Reasonable Adjustment Guidance for Students
Private Carers Policy
Private Carers Code of Conduct and Guidance
Safeguarding Policy and Guidance
Student Charter

4. What is the standard admissions numbers?

Numbers of Hull College Group (Goole, Hull & Harrogate College)

2015/16		14-16	16-18	19-24 SEND
Total Students		180	2758	47
Of which	Students with a declared Learning Difficulty and/or Disability	78	886	47
	Students with a EHCP / Section 139a Learning Difficulty Assessment	2	153	89

5. How does the college:

• Identify and assess Children and Young People with SEND?

- Transition information passed from previous educational settings including local authorities, parents and carers
- Enrolment, Interviews, Open Events and Applicant days
- ALS Transition team works alongside ALS Co-ordinator Curriculum and Careers Advisors to liaise with the young person to identify appropriate course of study and assess support need on an individual basis; this support may be different to the support offered at a previous setting, with the discussion of support being centred on the young person's opinions and wishes
- Harrogate College require sufficient details of students with SEND needs who intend to study at the college as their first choice. This will enable the college the necessary time to plan and prepare and to have discussions with students and parents around the support which can be put in place in a timely manner.
- Each young person's needs, will be assessed and the College will aim to support identified needs in accordance with the reasonable adjustment guidance
- Initial Assessment and Diagnostic Assessment for English and Maths
- On course referral from tutor / student coach for those students showing dyslexic tendencies; in this instance a screening assessment will take place to highlight if a full Educational Assessment is required
- Educational Assessments are carried out by fully qualified Dyslexia team; these reports indicate if exam concessions are needed and if additional support is recommended via a specialist support workshop

- **Evaluate the effectiveness of provision for Children and Young People with SEND?**
 - Individual Support Agreement (ISA) for all young people receiving 1-1 support, this agreement states the support provided to the student from the Additional Learner Support team, course tutor and outlines the responsibilities the young person has regarding their support. The ISA stays with the young person throughout their Harrogate College journey and is reviewed regularly with support and academic staff depending on need.
 - Annual monitoring and review of Student progress against Key Performance Indicators i.e. Attendance, Progression etc.
 - Annual Student Perception of Support surveys are completed to assess and evaluate support provided.
 - College Self-Assessment Reports are completed as part of the annual Quality cycle, along with course reviews and evaluation.
 - Praise and complaints procedure.

- **Assess and review progress of Children and Young People with SEND?**
 - Individual Learning Plans are updated regularly and reviewed twice termly within curriculum areas including the setting of SMART targets.
 - Progression reviews for all young people with an ISA, reviewing the support throughout the year, highlighting area of progression within areas of communication and confidence.
 - Continued dialogue with young people and tutors through the ISA
 - I.A.G. information is provided to help support progression and independence
 - Annual EHCP reviews

6. Who are the best people to talk to in your college about a Child or Young Persons difficulties with learning/ Special Educational Needs or disability (SEND)?

Students with Disabilities and or Learning Difficulties - Additional Learner Support Co-ordinator – **Julie Seaton**

Students with Disabilities and or Learning Difficulties - Additional Learner Support Transition Learning Advisor – **Heather Chilvers**

Students with Disabilities and or Learning Difficulties - Additional Learner Support Transition Learning Advisor – **Hilary Grovners**

English and Maths – **Nick Walker - Curriculum Leader English and Maths**

Dyslexia Support – Group Dyslexia Co-ordinator – **Joy Bottery**

Curriculum Information – **Ellen Gaffney** – Personalised Learning Programme & Foundation Learning

Jane Laine - Head of School Head of School Business & Professional Studies

Penny Garner – Head of School Cultural, Contemporary & Heritage Studies

7. What are the different types of support available for Children and Young People with SEND in college?

All support offered to individual students is offered as an individual package and can be one or more of the following support strategies:

- 1-1 Learner Support Assistant in class or a ratio of support depending on need.
- 1-1 Learner Support Assistant to assist with study/organisation of work load and clarification of current work.
- 1-1 support mentoring students with additional needs helping with issues such as

- anxiety/lack of confidence/monitoring progress and intervention if needed.
- Advocacy service to assist with liaising with curriculum or other services.
- Pastoral support linking students to external service or regular contact with student's parents/carers if sanctioned by the student (16+).
- All Specialist course *i.e.* Personalised Learning Programme; Foundation pathways
- Tutors with experience teaching SEND groups including visual impairment, hearing impairment and Students on Autistic spectrum.
- Autism trained support staff
- Transition support - taster days and orientation visits.
- BSL communicator
- Disability Awareness for staff and students
- Study skills workshops with Dyslexia specialist staff
- Visual stress materials provided following assessment – coloured rulers, overlays and coloured writing pads.
- Classroom support provided via team of subject specialist Learning Advisors for English and Maths.
- Student Coaches – offering pastoral and curriculum support.
- Access to Hull College Group counselling team.

8. How will the college ensure ALL staff are aware and understand a Child or Young Person's SEND?

- Staff development sessions, including areas on staff intranet updating all relevant contacts and reference documents.
- Staff Disability awareness sessions including Dyslexia Awareness, Mental Health, Hidden Disabilities, Visual Impairment and Hearing Impairment.
- Support from specially trained staff.
- Transitional documentation shared with curriculum staff, with support guidance available from the Additional Learner Support team if required.
- Attend Local, Regional and National conferences and seminars regarding best practice and research.
- Teaching strategies and information provided via the EILP

9. How will the college let a parent/ carer know if they have any concerns about their Child or Young Person's learning?

- Individual reviews with a personal tutor who will feedback any concerns
- Parents/carers will receive reports, alongside invitations to parents/carers evenings
- Parents/carers will be given a telephone contact of a personal tutor and student coach at the start of the academic year
- Annual Reviews if a young person has an Education, Health and Care Plan

10. How is support allocated to Children and Young People?

- Support is assessed and allocated following a review of support needs, this will be from discussions with the young person, curriculum tutor, learning support team and relevant documentation e.g. Education Health Care Plan (E.H.C.P) and/or medical evidence
- Support is allocated with the agreement of the young person (support cannot be forced on young person if they do not want it)
- Support for English and Maths is allocated to student need, this can take the form of support within class as small group support or through a specialist workshop
- Support for Dyslexia is allocated following an Educational Assessment or review of current Dyslexia Assessment from prior educational setting. Additional Support is available within a specialist workshop or through curriculum tutors

11. How does support move between the key stages?

- Within Further Education young people do not move between key stages; however, support is available for young people with SEND progressing from secondary school to college. This can take the form of mentoring from curriculum staff and student coaches until the young person has settled into college or group support within Foundation school groups
- The college promotes progression at all stages and is aware of the implications of moving from Level 1 to Level 2 courses to Level 3 and beyond and support is reviewed and changed accordingly to support those specific challenges whilst encouraging independence as a young person progresses.

12. Which other people and organisations provide services to Children and Young People with SEND in your college?

- North Yorkshire Youth and Family Support Service (YFS)
- National Careers Service
- Local Authority Social Care
- Primary Care Services
- Hull College Group – IAG / Student Service Team
- Throughout the academic year the college receives regular visits as part of the Study Programme, for example: - National Local Democracy Week (Question Time for Students, visits from local authorities and businesses, Aspirations (including English and Maths for Employability) and Equality, Diversity and Citizenship (visits from health organisations, volunteer groups including Guide Dogs for the Blind)

13. What training have staff received to support Children and Young People with SEND?

- British Sign Language.
- Level 2 / Level 3 City & Guilds in Learner Support or Teaching Assistant.
- Vocational area training i.e. Basic Food Hygiene.
- Child Protection / Safeguarding Training / Equality and Diversity / PREVENT face to face or on-line training (mandatory for all staff).
- Level 2 Cygnet Practitioner Training
- Support staff working towards NVQ L3 Teaching and Support
- Support staff are either qualified or working towards L2 functional skills or G.C.S.E
- Dyslexia tutors are qualified at Post Graduate level (Dyslexia Specialist Support).

14. How will teaching be adapted for a Child or Young Person with SEND?

- Curriculum will be adapted to a young persons need. These changes will be discussed at interview and through-out the transition process prior to commencement of study.
- Teaching will be tailored to individual requirements i.e. adaptation of materials, provision of specialist equipment and additional individual reviews.

15. What support is available for parents/ carers of a Child or Young Person with SEND?

- Transition team / ALS Co-ordinator work particularly closely with parents/carers of students with complex needs and vulnerability issues and offer support, advice and guidance when appropriate.
- The ALS team sign post parents and carers to other services if external support and advice is needed.
- Parents/Carers are welcomed and encouraged to contact a designated Student Coach and personal tutor who will hopefully support theirs and the young person's needs or signpost those to the relevant agency who can offer appropriate support.

16. How is college's physical environment accessible to Children and Young People with SEND?

- Disabled parking spaces identified
- All sites are accessible to wheelchair users
- Lift access to all floors
- Deaf Alerter system
- Hearing Loops are available

17. What facilities are available for Children and Young People with SEND on the college site e.g. special quiet room, lunchtime club?

- Supervised breaks during the day
- Support and curriculum staff monitor students arriving and leaving college who are transported in by Local Authority
- IT Software is available for Visually Impaired young people and young people with Dyslexia

All support is in accordance with the Hull College Group reasonable adjustment policy and associated guidance.

18. How will Children and Young People be supported during transitions? (when moving to another setting/ school/ college or between classes/ groups in the college)

- The college acknowledges that any change or new start can feel uncomfortable to most young people, but for a young person with SEND, change to routines and environments can be overwhelming and cause great anxiety. To relieve this, visits and taster days are arranged when the college is quiet, young people will meet their tutor and have a tour of the college environment to familiarise themselves with the area
- Staff will try to prepare young people in advance for any room changes, day trips or staff changes
- Communication between the parents/carers and the personal tutor is needed to alert of any anxiety due to changes at home or at college to ensure the young person's needs are met
- A dedicated Transition team who work in transiting students in and out of college.
- The team works with curriculum staff and Additional Learner Support team to determine progression routes.
- The Transition team send relevant information to other educational settings observing data protection and ensuring permission is given by the young person involved.